Pakistan Journal of Psychological Research, 2020, Vol. 35, No. 4, 707-723

https://doi.org/10.33824/PJPR.2020.35.4.38

Influence of Trait-Patience in Goal Pursuit and Subjective Well-Being Among University Students

Anam Mehmood, Rubina Hanif, and Irum Noureen

Quaid-i-Azam University

The present study was aimed to examine the role of trait-patience among university students in pursuit of goal and achieving subjective-wellbeing across the academic quarter. A sample of 300 university students (male = 108; female = 192) age ranged 18-35 years were selected from Rawalpindi and Islamabad. To measure study variables, Three-Factor Patience Scale (Schnitker 2012), Self-reported projects (Little, 1983), Positive and Negative Affect Scale (Watson, Clark, & Tellegen, 1988), and Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985) were used. Results revealed that individuals high in patience were more engaged in pursuit of personal projects, as compare to those with low trait-patience. It was also found that the trait-patience was significantly related with goal pursuit, achievement and well-being. In context of temporal effect, patience and goal pursuit was significant predictors of the goal achievement, while the subjective-well-being at the start of semester predicted the well-being across time. The present study would be useful for students and teachers to evaluate or manage the students to set goals and patiently strive to reach goal and well-being.

Keywords. Trait-patience, goal pursuit, achievement, subjective well-being

The university time is an important benchmark, engrained in the life of an individual‟s consciousness as the pivotal point in growth, identity and the exploration of self. It is considered as the glorified time in the life of the student, which provides an opportunity to become autonomous, independent and to acquire abilities to survive. For instance, in an iconic film National Lampoon‟s Animal House (1978), two university students are joyfully swept up by, pranks, love interests and toga parties, rather than academic assignments, readings,

Anam Mehmood, Rubina Hanif, and Irum Noureen, National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan.

Correspondence concerning this article should be addressed to Rubina Hanif, National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan. Email: drrubinahanif@nip.edu.pk

projects and the stress faced due to new social niche. However, the critical emphasis on psychological and academic vigorous period of student is often neglected.

Literature provide evidences that students have reported below average emotional and psychological health that have risen to the highest point of last two decades Pryor, Hurtado, DeAngelo, Palucki, and Tran, (2010). Although students rated their mental health low, they also have higher academic achievement expectations. The low mental health among students and high achievement expectations raises a question whether certain personality traits facilitate to remain persistent in their effortful engagement in pursuit of personal goals and well-being. The capability to manage self in difficult circumstances, reacting to failures, disappointments or disenchanted pursuit of goal with patience is likely a protective factor. Gilbert (2009) stated that patience and self-kindness helps to handle difficulties, challenges, and learn how to manage strong emotional changes within self and dealing with others. Researches on patience are scarce and limited especially in relationship to goal pursuit and well-being among university students (Duckworth, Peterson, Matthews, & Kelly, 2007).

The empirical research on the character strength, trait and virtue, conceptualized patience as not as a discrete construct but as an amalgam of character trait of self-regulation, open-mindedness and persistence (Schnitker & Emmons, 2007). Patience is considered important to encounter difficulties, challenges, disappointments, afflictions and adversity, through which one carry themselves with courage and effort without murmuring passion or discomposure of spirit in all afflictions, whether in sickness, loss of significant others, poverty, disgrace, failure and reproach (Schnitker, Felke, Fernandez, Redmond, & Blews, 2017).

In previous researches, patience has been linked with various beneficial or positive mental health outcomes. Patience is negatively connected with symptoms of stress, anxiety and depression, whereas positively associated with satisfaction in life, relatedness and quality of life (Neff, 2003), optimism, exploration, positive affect and curiosity (Neff, Kirkpatrick & Rude, 2007). Moreover, patience accounts for the substantial variation in positive functions in life beyond Big-five personality traits (Bajaj & Pande, 2016). Schnitker and Emmons (2013) developed the trait-patience scale and compared its discriminant validity with mindfulness Attention Awareness Scale, Big Five Personality Traits and the Attachment style questionnaire. They compared the predictive utility among university students and found that trait-patience was significantly more robust predictor of the

enhanced quality of life and satisfaction in one‟s life. A Longitudinal study showed that trait-patience moderated the association of training with participants high in patience in reducing stress after training (Shapiro, Astin, Bishop, & Cordova, 2005). Moreover, these studies has proven that individuals high in trait-patience tends to form more accurate self-evaluations and assessments, without deprecating self, following negative circumstances unrealistically (Neff, Kirkpatrick, & Rude, 2007; Schnitker & Emmons, 2013). Although these studies have provided various positive aspects of trait patience, there still exists a gap in the literature. The role of patience in the persistent achievement of goals, and ultimately to reach well being state has yet to be explored.

Previous literature has found that patience was more positively related with mastery goal orientation in pursuit of academic projects, instead of performance orientation (Neff, Hsieh, & Dejitterat (2005). Moreover, students dissatisfied with their grades were low on trait patience, which was more associated with avoidant coping. A cross-sectional study by Neely, Schallet, Mohammad, Robert and Chen (2009) investigated critical importance of patience in regulating goal pursuit and additional influence on well-being. The authors suggested that patience may be particularly imperative in preserving satisfaction in life, when faced with failure or disappointments in goals. This study attempts to provide the first step to investigate the influence of trait-patience in relationship to goal achievement, thwarted goal pursuit and subjective wellbeing across two point data from same participants. Moreover, the pursuit of goal may be influenced by low and high trait-patience during the academic quarter from mid of semester to end of semester.

Few researches has focused on the goal progress first setting the goal and then tracking their achievement or satisfaction in reaching end result, while some suggest that motives behind goal influence subjective well-being (Ryan, Sheldon, & Deci, 1996). Self-determination theory differentiate between the goal pursuit for autonomous reasons (having control over thoughts and behavior) and controlled reasons (failure or guilt). Various researches have depicted that motivation leads to increased determination, and effortful goal progress and that the achieving personally salient goals predicts subjective well-being (Deci, Cascio, & Krusell, 1975) Initial studies shows being autonomy over set goals produces confidence and wellbeing (Koestner, Otis, Powers, Pelletier, & Gagnon, 2008; Sheldon & Elliot, 1998), than the affective involvement in the goal pursuit. Further, the affective appraisal also provides motivation and energy to pursue goals (Litte & Coulombe, 2015).

To date, few studies have investigated personally salient project pursuit. Given that the trait-patience involves to engage in the mindful pursuit of the goal instead of passive engagement (Goraya & Hasan, 2012). Individuals with high patience struggle to pursue personal projects which are salient to them instead of just striving for the extrinsically motivated goals. Additionally, the intrinsic or extrinsic motivation have been found to have positive consequence son individual‟s life. Motivation, either intrinsic or extrinsic helps to self-regulate and manage important goals among students having high patience (Núñez, & León, 2015).The present study assumes that student‟s goal pursuit will influence goal attainment and well-being as compare to their fellow students with low trait patience. Moreover, research presumes that individuals having high patience, inspiration to reach goal will be a significant factor for efficient regulation of goal pursuit. Furthermore, for individuals with high patience, it is not the progressing of their pursuit of goal that counts, it involves calm and composed behavior to pursue their goals. The study focus on association among trait-patience and the pursuit of personal goals, with cognitive, affective and cross-impact dimensions in predicting changes in subjective well-being on second time point data, rather than just the goal progress (Emmons, 2003).

The present study focuses on the investigating the relationship between patience, pursuit of goal and subjective wellbeing among university students. The study also finds the temporal role of patience overtime from start of semester to the end in the achievement of goals or toward goals and how achievement influence subjective well-being.

Keeping in view the gaps in previous literature, present study set aims to find out how the university student life is influenced by the trait-patience in persistent goal pursuit over the time and how it influence sense of achievement and well-being.

Hypotheses

1. High Trait-patience at time 1 positively predicts the high goal pursuit from time 1 to time 2 among university students.
2. High trait-patience at time 1 positively predicts high sense of achievement at time 2 among university students.
3. Patience at time 1 positively predicts subjective wellbeing (satisfaction in life and positive and negative affects) at time 2 among the university students.

Method

Sample

A total of 300 (36% male and 64% females) university students from Quaid-i-Azam University, International Islamic University, Foundation University, and Bharia University were including. The participants were aged 18 -35 years with mean age 22 years. Whereas 64% of the participants were from undergraduate programs, while the remaining were from M-Phil and PhD. Sample was approached at two time points from four universities of Rawalpindi and Islamabad. All the sample was retained in Time 2 as well.

Measures

3-Factor Patience Scale. It was developed by Schnitker (2012) and it measures the self-evaluative beliefs about the patient behavior in various conditions. It has three dimensions, including interpersonal patience (items 1, 4, 7, 9, 11), Long-Term Patience (items 2, 5, 8), and Short-Term Patience (items 3, 6) with seven point Likert scale (1 = *completely not like me* and 7 = *completely like me*). The alpha coefficient in the present study was .80. High scores on the patience scale and its subscale refers to high trait-patience while the low scores means that the respondent has lower level of trait patience.

Self-Reported Projects. It is developed by Little (1983) and it is a method of personal projects assessment used to measure goal pursuit of the participants. Personal projects are the basic units of goal pursuit, which provides the base to analyze goals across time and their interactive nature (Palys & Little, 1983). The personal project assessment consists of three subscales, Cognitive Appraisal, Affective Appraisal and Cross Impact Appraisal matrix. Cognitive measure how one think and perceive the personal goals such as importance, meaning, difficulty and self-identification. While the affective, measures how one associate feeling with the pursuit of personal goals and the lastly the cross impact method is association among goals. For the Time one, the volunteers were explained the purpose and the definition of the personal goals and asked to list 10 projects they will be working on in the current academic semester (for instance losing weight‟ or „working on my thesis‟). At Time point 2 the participants were again given the goal pursuit measure along with the added statement and asked to "rate your sense of achievement on each goal". Then they were asked to score their personal projects on the scale of 0-10. Zero referring to the least value while 10 referring to the highest

value. This was done to measure the goal achievement among the university student.

Subjective Well-being. The subjective well-being of the study sample was measured utilizing two scales, satisfaction with life, Positive and Negative Affect Scale.

Positive and Negative Affect Scale was utilized to measure the feelings and emotions felt by the respondents during the last week or over the last six days. Positive emotions included feelings like determined interested, enthusiastic, inspired, excited, active, attentive, alert, proud, strong, and negative emotions that is, irritable, guilty, hostile, , nervous, jittery, ashamed, upset, distressed ,afraid, scared. Where „1" refers to very slightly and 5 refers to extremely on the scale. The positive affect and negative affect was measured at both time one and two (Watson, Clark & Tellegan, 1998). The 5-item Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985) was used to measure global life satisfaction of the university students (1 = *strongly disagree*; 7 = *strongly agree*). The reliability of the scale is .80 and above. The satisfaction in life was measured at both Time 1 and Time 2.

Procedure

Participants were approached in their institutions from November to February at two time points with the gap of four weeks. The participants were informed about research purpose and, then they were provided with the measures, which they completed for the Time 1 of data collection, and provided informed consent for their participation in time 2 data, they were approached again in their institutions for the second time data collection. The sample of 300 participants was retained at Time point 2.The data was collected in groups with the permission of their teacher, group of 10-15 students were given the instructions about survey and how to complete their questionnaires. For Goal Pursiut project at the Time point 1, the volunteers were explained the purpose and the definition of the personal goals and asked to list 10 projects they will be working on in the current academic semester (for instance losing weight" or „working on my thesis"). Then they were asked to score their personal projects on the scale of 0-10. Zero referring to the least value while 10 referring to the highest value. At Time point 2 the participants were again given the goal pursuit measure along with the added statement of "rate your sense of achievement on each goal". This was done to measure the goal achievement among the university student.

Results

To measure the temporal effect on outcome variables, two sorts of techniques were used to analysis the data. To study our temporal questions, regarding the impact of trait-patience on goal pursuit or on the subjective well-being, hierarchical regression analyses were computed The screening of the Preliminary data showed normal distribution of the data and found no outliers, (Preacher, Curran, & Bauer, 2006), leading to suitable conduction of the regressions. To analyze the role of trait-patience on achievement and subjective wellbeing, and analysis for interaction effect of goal pursuit and patience, univariate analysis in SPSS 20 were performed.

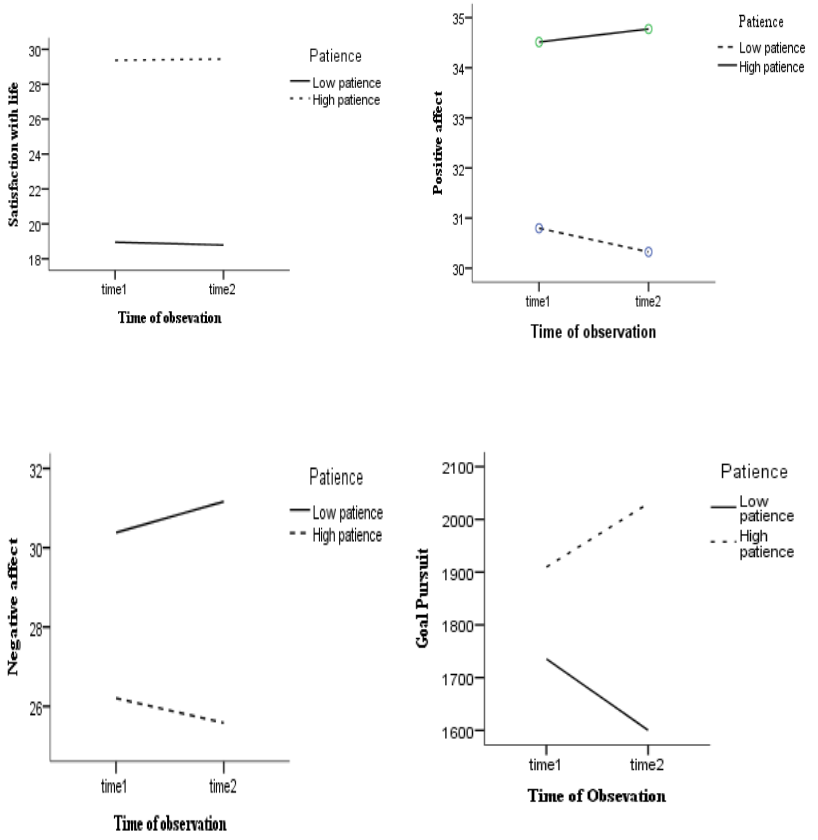

Figure 1. Trend effect for interaction between trait-patience and subjective well-being or goal pursuit across Time 1 and Time 2.

With satisfaction in life, positive and negative affect and the goal pursuit as the dependent variable in the model, we entered gender and

family system as covariates, trait-patience and time of observation as the fixed factors in the univariate model. The interaction of trait-patience and time of observation was only significant for the goal pursuit across time. Figure 1 shows significant declines in goal pursuit at the second time point while the pursuit of goal among high trait-patience increased at the time point 2. Gender was related to positive, negative affect, satisfaction in life and goal pursuit. Trait-patience was significantly associated with the goal pursuit β = 105.5, p = .003. Finally, the interaction between trait-patience and time of observation 1 and 2 positively predicted the increase in goal pursuit among high trait-patient students (Aiken & West, 1991). Furthermore, low trait-patience across time showed decline in goal pursuit.

Time 1 and Time 2 Results.

Correlational analyses revealed that students, patience T1 is positively associated with Patience T2, goal pursuit at both times, positive affect, satisfaction with life and achievement. While negatively associated with negative affect at Time 1 and Time 2. Overall the results showed the significant association among the variables.

Table 1

Correlation Among Patience, Goal Pursuit, Positive, and Negative Affect, and Satisfaction in Life (N1=300, N2=287)

Variables	1	2	3	4	5	6	7	8	9	10	11
1 Patience T1	-	.73**	.38**	.57**	.28**	.24**	-.31**	-.22**	.83**	.60**	.57**
2 Patience T2		-	.28**	.77**	.28**	.35**	-.29**	-.35**	.62**	.82**	.72**
3 GP T1			-	.46**	.29**	.28**	-.65**	-.49**	.36**	.29**	.40**
4 GP T2				-	.19**	.25**	-.31**	-.35**	.49**	.62**	.86**
5 PA T1					-	.81**	-.62**	-.55**	.26**	.28**	.21**
6 PA T2						-	-.55**	-.69**	.23**	.35**	.24**
7 NA T1							-	.79**	-.44**	-.39**	-.26**
8 NA T2								-	-.31**	-.50**	-.29**
9 SWL T1									-	.72**	.52**
10 SWL T2										-	.62**
11 GACH											1
M	34.4	35.2	1780	1726	31.7	31.6	29.3	29.5	21.6	21.9	64.9
SD	7.56	8.09	257	311.4	5.51	5.97	7.47	8.13	6.36	6.95	18.87

Note. GP = Goal Pursuit; PA = Positive affect; NA = Negative affect; SWL= Satisfaction with life; Goal Achievement = GACH.
**p<.01.

To test the hypotheses that higher level of patience will predict more sense of achievement, we computed hierarchical regression, to find the role of trait patience, goal pursuit and subjective well-being measured in start of semester (Time 1) would influence the, positive affect, negative affect, satisfaction in life and sense of achievement at the end of semester (Time 2).

Table 2

Hierarchical Regression of T1 Variables to Predict Goal Achievement at T2

	Goal Achievement			
	Model 1	Model 2	95% CI	
Variables	*β*	*β*	*LL*	*UL*
Gender	-.11*	-.08	-7.45	.67
Class	-.19*	-.14*	-5.14	-.28
Income	.13*	.01	-2.19	2.88
Family system	-.06	.01	-4.10	5.35
Age	.27***	.11	-.05	1.83
Birth order	-.18**	-.00	-2.69	2.43
Patience 1		.44***	.61	1.57
Goal Pursuit 1		.19*	.00	.02
Positive Affect 1		.08	-.14	.71
Negative affect 1		.08	-.20	.63
Satisfaction with life 1		0.77	-.33	.79
R	.37	.64		
R^2	.13	.41		

Note. *β* = Standardized beta; CL= Confidence Interval; LL= Lower Limit; UL= Upper Limit.

*$p<.05$. **$p<.01$. ***$p<.000$.

Table 2 shows that after controlling the demographics, patience and goal pursuit were the significant predictors of the goal achievement at Time with 2.28% of unique variance explained by Model 2. Table 3 given below shows that after controlling the effect of the demographic variables satisfaction in life at time 1 was the only strongest predictor of the satisfaction in life. .36% of unique variance was explained by the satisfaction in life at time 1.

Table 3

Hierarchical Regression of T1 Variables to Predict Satisfaction in Life at T2 (N = 287)

	Satisfaction with Life T2			
	Model 1	Model 2	95% CI	
Variables	*β*	*β*	*LL*	*UL*
Constant	10.45*	2.58	-9.36	14.53
Gender	-1.41	-.86	.21	.26
Class	-6.93	-.32	-1.05	.42
Income	1.55**	.66	-.10	1.43
Family system	-3.12***	-.03	-1.46	1.41
Age	.68***	.23	-0.53	.52
Birth order	-1.27*	.47	-.30	1.25
Patience 1		.01	-1.47	.14
Goal Pursuit 1		.09	-.00	.03
Positive Affect 1		.07	-.05	.20
Negative affect 1		-.07	-.19	.05
Satisfaction with life 1		.69***	.52	.86
R	.42	.74		
R^2	.19	.55		

Note. *β* = Standardized beta; CL = Confidence Interval; LL= Lower limit; UL= Upper Limit.

*p<.05. **p<.01. ***p<.000.

Table 4

Hierarchical Regression of T1 Variables to Predict Positive affect at T2 (N = 287)

	Positive affect T2			
	Model 1	Model 2	95% CI	
Variables	*β*	*β*	*LL*	*UL*
Constant	41.15***	5.79	-3.5	15.10
Gender	1.4	.82	-.62	.52
Class	.49	-.05	-.14	1.78
Income	.02	-.42	-1.02	.18
Family system	-2.0	-.30	-1.42	.82
Age	-.35*	.00	-.22	.23
Birth order	-1.29**	-.23	-8.4	.37
Patience 1		.00	-.11	.11
Goal Pursuit 1		.00	-.00	.00
Positive Affect 1		.82**	.72	.92
Negative affect 1		-.04	-.13	.06
Satisfaction with life 1		.02	-.15	.11
R	.27	.82		
R^2	.07	.63		

Note. *Note*. *β* = Standardized beta; CL = Confidence Interval; LL= Lower limit; UL= Upper Limit.

*p<.05. **p<.01. ***p<.000.

Table 4 after controlling the effect of the demographic variables positive affect at Time 1 was the only strongest predictor of the positive affect. 56% of unique variance was explained by the positive affect at time 1 in the prediction of the positive affect among the students at time 2.

Table 5

Hierarchical Regression of T1 Variables to Predict Negative Affect at T2 (N= 287)

	Negative affect T2			
	Model 1	Model 2	95% CI	
Variables	*β*	*β*	*LL*	*UL*
Constant	27.68***	12.64	-.61	25.89
Gender	-1.12	-.45	-1.82	.92
Class	-.06	.32	-.49	1.14
Income	.40	.32	-.54	1.17
Family system	.72	.63	-.96	2.22
Age	-.02	-.26	-.58	.06
Birth order	1.16	-.08	-.95	.77
Patience 1		-.02*	.17	.14
Goal Pursuit 1		-4.48	-.00	.00
Positive Affect 1		-1.3	-.27	.01
Negative affect 1		.83***	.68	.96
Satisfaction with life 1		.08	-.12	.27
R	.13	0.2		
R^2	.80	.64		

Note. *Note*. *β* = Standardized beta; CL = Confidence Interval; LL= Lower limit; UL= Upper Limit.

*$p<.05$. ***$p<.000$.

Table 5 shows that after controlling the effect of the demographic variables negative affect at time 1 and patience was the only strongest predictor of the negative affect at time 2. 16% of unique variance was explained by the negative affect at time 1 in the prediction of the negative affect among the students at time.

In summary, trait-patience was significantly associated with goal attainment while the satisfaction in life or the affective component at time 1 was predicting subjective well-being at Time 2. Patience and goal pursuit had influence goal achievement.

Discussion

Present study found patience both as adaptive or protective factor for students attending universities. Univariate analyses have shown that trait-patience interacted with time of observation to predict goal pursuit. Hypothesis was supported by the results that high patience predicts less negative affect and high goal achievement. High patience across time increased the subjective well-being on contrary to low patience. The students with high patience were able to remain persistent and calm that allows the achievement of goal (Neff &Vonk, 2009). The results justify patient effort leads to positive relationship with subjective well-being and goal pursuit (Locke & Latham, 2013). The goal pursuit was positively correlated with the patience, positive affect and satisfaction with life (Giluk, 2009; Hope, Koestner, & Milyavskaya, 2014). The negative affect was significantly and negatively correlated with the patience, positive affect, satisfaction with life and goal pursuit. Finding of the correlation was reinforced by the previous literature depicting that as the patience increases the goal pursing increase and as well as subjective wellbeing (Layard, 2005: Thomas & Schnitker, 2017). Although in the present study the patience and goal pursuit predicted the goal achievement but well-being at time 1 was predicting well-being at time 2.

Results showed that the individuals with high trait-patience were more persistent in pursuit of goals as showed by the goal achievement. In line with the previous literature, individuals high in trait patience, were successful in goal pursuit and had higher sense of achievement. More precisely, results showed that students high in trait-patience experienced less negative affect when they were pursuing personally salient projects (Little & Coulombe, 2015).

The hierarchal regression shows that the patience and goal pursuit is significant predictors of the goal achievement. The results support the hypothesis; and literature also shows that the persistent effort leads to the attainment of goal. The theory of reasoned action also reinforce the result the action phase where an individual prepare one self to set goal and leads to post action stage, where the person get the sense of accomplishment. The regression analysis of the time 1 variables; patience, goal pursuit and satisfaction with life or positive and negative affect was were added after controlling the effect of the demographic variables, it showed that the life satisfaction, positive affect and the negative affect was significantly predicted by the time 1 variables of life satisfaction, positive affect and the negative affect. The results are supported by the previous literature and shows that the cognitive and affective evaluation of one‟s self leads to the

satisfaction and contentment over the time (Diener, & Emmons, 1984; Diener, et al., 1985; Núñez & León, 2015).

Overall the results showed that the patience as a personality trait remains consistent across time and helps to calmly pursue one‟s aim. High trait-patience was related to high goal achievement among university students, which depicts that persistently progressing in goal helps achieve the goal hence sense of goal achievement.

The present study followed the cross-sectional and temporal research design of two time points to track the pursuit. In future, detailed and comprehensive exploration of the personal projects of the university students is suggested. Detailed longitudinal method with covering the minimum one or more years of academic quarters should be done to see the actual pursuit of set goals, how important the goal is or role of persistence and patience in achievement. Interventions should be planned involving the teachers and professors, in order to not let the students disengage and burnout from the goal pursuit. The studies should also explore the stressors that cause the burnout and thwart the pursuit.

Secondly, the current study relied upon the self-reported measures that limit the evidentiary value of the reported data. The self-reported measures have social desirability that affect the reliability of the report, so the existential subjective well-being of the participants cannot be differentiated from the affective well-being. In future it is recommended to use the multi-informant method that may provide the multiple methods to identify the actual well-being and the pursuit of the goals by the respondents.

Thirdly, the sample of 300 students, only from the universities of Islamabad and Rawalpindi was collected, which is very small to generalize the results in the country. Larger sample should be collected, from various geographical locations of Pakistan to make the study more generalizable. Or meta-analysis can be done using the similar constructs i.e., patience, goal pursuit, achievement and well-being, to find the significance of personal goals and how they pursue it, leading to enhanced well-being. And how students can be assisted to develop and grow positively or optimistically.

Implications

The current study contributed to the literature on patience, goal pursuit, achievement and subjective well-being. From the research perspective, these outcomes provide an alternative study frame work for the investigation of nature and effects of patience and pursuit as

well as another area to investigate the etiology of goal achievement and the subjective well-being. The identification of the sample of personal goals can be used to build checklist or categories for different types of goals for the university students, in the area of research and the education. The current study has also supported the trait-patience and how it is positively associated with the goal pursuit and the subjective well-being. Practitioners and the educationists can be trained and guided on how to provide an environment in which students trait-patience can be enhanced and allowed to expressive their clam and patient self to remain intact and integral to attain the self-actualization.

Identification of the personal goals can be used to find the significant personal goals among the university students. The set goals can be utilized by the students to effectively reach the end result. The professors and the teachers can also assist the students to fully engage in the pursuit. By understanding the nature of the students personal goals the practitioners, teachers and the parents may communicate and make paths or guide for the students to achieve the personal goals. Furthermore, by the identification of the personal goals the educationists may plan policies to overcome the stressors and assist the students to reach the outcome. The workshops and seminars can be designed to guide the students to have goals and how to effectively engage in its pursuit.

Conclusion

The present study found that relationship exists among trait-patience, goal pursuit, goal achievement and subjective well-being. Furthermore, the role of variables across time on goal achievement has also been explored. On the basis of results it was concluded that patience and goal pursuit was significantly predicting goal achievement on second time point. High trait-patience was associated with high goal pursuit while low patience was associated with low goal pursuit.

References

Aiken, L. S., & West, S. G. (1991). *Multiple regression: Testing and interpreting interactions*. Thousand Oaks, CA: Sage.

Bajaj, B., & Pande, N. (2016). Mediating role of resilience in the impact of mindfulness on life satisfaction and affect as indices of subjective well-being. *Personality and Individual Differences*, *93*, 63-67.

Deci, E. L., Cascio, W. F., & Krusell, J. (1975). Cognitive evaluation theory and some comments on the Calder and Staw critique. *Journal of Personality and Social Psychology, 31*(1), 81-85. doi:10.1037/h0076168

Diener, E., & Emmons, R. (1984). The independence of positive and negative affect. *Journal of Personality and Social Psychology*, *47*, 1105-1117.

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, *49*, 71-75.

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 9*, 1087-1101.

Emmons, R. A. (2003). Personal goals, life meaning, and virtue: Wellsprings of a positive life. Flourishing: Positive Psychology and the Life Well-lived (1st ed.), Harrisburg, USA: Amer Psychological Ass

Gilbert, P. (2009). *The compassionate mind*. London: Constable & Robinson.

Giluk, T. L. (2009). Mindfulness, Big-Five personality, and affect: A meta-analysis. *Personality and Individual Differences*, *47*(8), 805-811.

Goraya, F., & Hasan, S. S. (2012). Achievement goal orientation and academic performance in undergraduate students. *Pakistan Journal of Social and Clinical Psychology*, *9*(3), 27-31.

Hope, N., Koestner, R., & Milyavskaya, M. (2014). The role of self-compassion in goal pursuit and well-being among university freshmen. *Self and Identity*, *13*(5), 579-593.

Koestner, R., Otis, N., Powers, T. A., Pelletier, L. G., & Gagnon, H. (2008). Autonomous motivation, controlled motivation, and goal progress. *Journal of Personality, 76*, 1201-1230.

Landis, J., Belushi, J., Matheson, T., Vernon, J., Bloom, V., Hulce, T., ...& Sutherland, D. (1978). *National Lampoon's animal house*. CIC myndbönd.

Layard, R. (2005). *Happiness: Lessons from a new science*. London: Penguin.

Little, B. R., & Coulombe, S. (2015). Personal projects analysis. *International Encyclopedia of The Social And Behavioral Sciences*, *2*, 757-765). Oxford, UK: Elsevier.

Little, B. R. (1983). Personal Projects: A rationale and method for investigation. *Environment and Behavior, 15*(3), 273-309.

Locke, E. A., & Latham, G. P. (Eds.). (2013). *New developments in goal setting and task performance*. New York, Routledge.

Neely, M. E., Schallet, D. L., Mohammed, S. S., Roberts, R. M., & Chen, Y. (2009). Self-kindness when facing stress: The role of self-compassion, goal regulation, and support in college students‟ well-being. *Motivation and Emotion*, *33*, 88-97.

Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self and Identity*, *2*(3), 223-250.

Neff, K. D., Kirkpatrick, K. L., & Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality*, *41*(1), 139-154.

Neff, K. D., & Vonk, R. (2009). Self-compassion versus global self-esteem: Two different ways of relating to oneself. *Journal of Personality, 77*, 23-50.

Neff, K. D., Hsieh, Y. P., & Dejitterat, K. (2005). Self-compassion, achievement goals, and coping with academic failure. *Self and Identity*, *4*(3), 263-287.

Núñez, J. L., & León, J. (2015). Autonomy support in the classroom: A review from self-determination theory. *European Psychologist*, *20*(4), 275.

Palys, T. S., & Little, B. R. (1983). Perceived life satisfaction and the organization of personal project systems. *Journal of Personality and Social Psychology*, *44*(6), 1221.

Preacher, K. J., Curran, P. J., & Bauer, D. J. (2006). Computational tools for probing interaction effects in multiple linear regression, multilevel modeling, and latent curve analysis. *Journal of Educational and Behavioral Statistics*, *31*, 437-448.

Pryor, J. H., Hurtado, S., DeAngelo, L., Palucki Blake, L., & Tran, S. (2010). *The American freshman: National norms fall in 2010.* Los Angeles, CA: Higher Education Research Institute, UCLA.

Ryan, R. M., Sheldon, K. M., & Deci, E. L. (1996). All goals are not created equal: The relation of goal content and regulatory styles to mental health. In J. A. Bargh & P. M. Gollwitzer (Eds.), *The psychology of action: Linking cognition and motivation to behavior* (pp. 7-26). New York, NY: Guilford.

Schnitker, S. A. (2010). *Does the virtue of patience promote well-being? Efficacy of a patience training program and evidence from dynamic longitudinal analyses of goal striving.* University of California Dissertation-Year Fellowship Presentation at UC Riverside, Riverside, CA.

Schnitker, S. A. (2012). An examination of patience and well-being. *The Journal of Positive Psychology*, *7*(4), 263-280.

Schnitker, S. A., & Emmons, R. A. (2007). Patience as a virtue: Religious and psychological perspectives. In *Research in the Social Scientific Study of Religion, 18,* 177-207.

Schnitker, S. A., & Emmons, R. A. (2013). Spiritual striving and seeking the sacred: Religion as meaningful goal-directed behavior. *International Journal for the Psychology of Religion*, *23*(4), 315-324.

Schnitker, S. A., Felke, T. J., Fernandez, N. A., Redmond, N., & Blews, A. E. (2017). Efficacy of self-control and patience interventions in adolescents. *Applied Developmental Science*, *21*(3), 165-183.

Schnitker, S. A., Houltberg, B., Dyrness, W., & Redmond, N. (2017). The virtue of patience, spirituality, and suffering: Integrating lessons from positive psychology, psychology of religion, and Christian theology. *Psychology of Religion and Spirituality*, *9*(3), 264.

Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management*, *12*, 164-176.

Sheldon, K. M., & Elliot, A. J. (1998). Not all personal goals are personal: Comparing autonomous and controlled reasons for goals as predictors of effort and attainment. *Personality and Social Psychology Bulletin*, *24*(5), 546-557.

Thomas, R. M., & Schnitker, S. A. (2017). Modeling the effects of within-person characteristic and goal-level attributes on personal project pursuit over time. *Journal of Research in Personality*, *69*(25), 206-217.

Watson, D., Clark, L. A., & Tellegan, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, *54*(6), 1063-1070.

Received 09 January 2019

Revision received 06 November 2019